



1

Performance TOWARD Proficiency



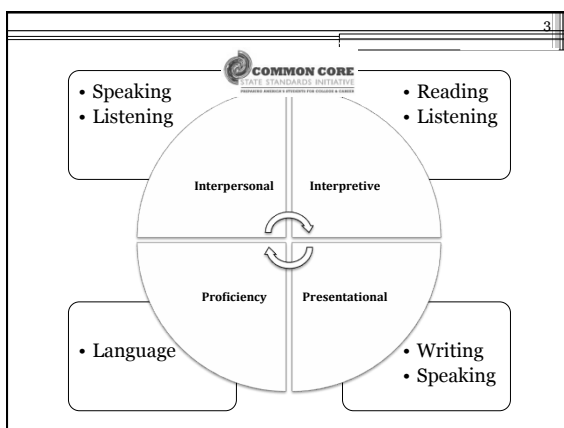
**NCSSFL-ACTFL
Global Can-Do
Benchmarks**



2

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

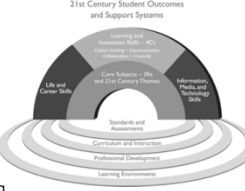
GOAL AREA	Interpersonal Communication	Intrapersonal Communication	Presentational Communication
COMMUNICATION Communicative strategies to use for language in order to achieve a purpose for a specific purpose	Communicative Competence: Communicative strategies to use for language in order to achieve a purpose for a specific purpose	Communicative Competence: Communicative strategies to use for language in order to achieve a purpose for a specific purpose	Communicative Competence: Communicative strategies to use for language in order to achieve a purpose for a specific purpose
CULTURES Learn about cultural understanding and appreciation	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.
CONNECTIONS Connect and relate knowledge and perspectives in order to use the language to achieve a purpose for a specific purpose	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.
COMPARISONS Identify similarities and differences in order to use the language to achieve a purpose for a specific purpose	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.
COMMUNITIES Communicate and interact with others in order to use the language to achieve a purpose for a specific purpose	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.	Understanding Cultural Perspectives: Understand the relationship between the products and perspectives of the cultures studied.



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21st Century Skills

- Communication
- Collaboration
- Critical Thinking and Problem Solving
- Creativity and Innovation



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Standards-based Curriculum




- Designed with an overall end in mind; the focus is on what learners should be able to do
- Focus on transfer; independent performance allowing learner to handle new situations on their own
- Allow for the integration of essential skills
- Do not tell teachers what to teach; do not offer a list of topics or skills

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Adapted From Common Core Standards to Curriculum – Five Big Ideas
McTighe and Wiggins

6

Common Core



- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources


COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages
by Grade in the 2009 Reading Framework


Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%


COMMON CORE
 STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

8

Common Core Writing Standards

- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes



COMMON CORE
 STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Pathways to the Common Core
Accelerating Achievement
 Calkins, Ehrenworth, Lehman

9

Writing 2011
Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20


COMMON CORE
 STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

10

Global Challenges: Education

Why can't all children go to school?



IL Y A DES ENFANTS QUI
N'ONT NI PAPIER NI
CRAYON



Pas d'écrit, pas d'avenir !
Alors la Senegal

Aide et Action



L'Education change le monde

Apprends-moi à écrire !

unicef



Contre une
Année Blanche

Logo UNICEF et REL en collaboration avec l'Institut

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Language and Level / Grade	French – Novice High → Intermediate Low
Theme/Topic	Global Challenges: Why can't all children go to school?
Enduring Understanding	Education is a basic human right.
Essential Question	Why can't all young people go to school?
Learning Scenario	Students will consider the current educational status of young people locally, nationally and globally. They will be able to give reasons why education is a basic right saying why it is important for themselves and all young people to have an education. They will consider reasons why young people cannot go to school and will give examples of initiatives that support schooling for all young people around the world. They will consider how schools are similar and different around the world comparing daily and yearly schedules. Finally, they will connect with another school identifying ways to help or increase collaboration with that school.

What should learners know and be able to do by the end of the unit?

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Assess what students know...

1. Read the advertisement and place a check next to the statements that contain information from the ad. (Ad in target language, questions in English.)
2. Tell me what you, your friends and others are going to do over the weekend
3. Write 4 questions that you will ask about school when interviewing your epal.
4. List at least 4 foods and one beverage that you might have at each meal. Do not repeat choices.
5. Read the following email. Write 2 questions you might ask based on what you read.
6. Read the paragraph. Tell me what you know about Mary and her mother.
7. Write a definition for 12 of the 15 words.



Summative Assessment

What have students truly learned? What can they do as a result of their learning?

- Occurs after instruction has taken place
- Occurs too late in the process to make instructional adjustments and interventions
- Evaluates student learning with regard to specific standards
- Challenges students to pull the individual pieces together (synthesize) by expecting students to perform without instructional support or rehearsal
- Encourages students to reflect on their own growth
- Serves as basis for grading student achievement
- Evaluates the effectiveness of the instructional program
- Offers insights for improvement of instructional program

Designing Tasks for Alternative Assessment

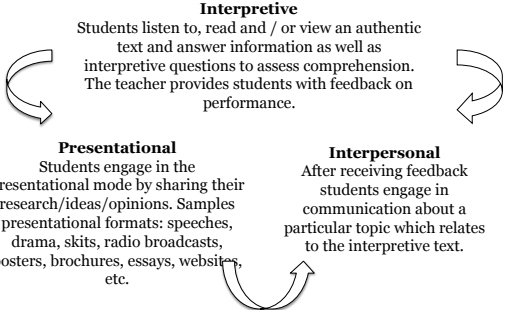
Successful use of alternative assessment depends on using performance tasks that let students demonstrate what they can actually do with language. Authentic assessment activities:

- deal with topics or issues of interest to the students
- rely on real-world communication contexts and situations
- involve real problems that require creative use of language
- require a quality product or performance
- establish evaluation criteria and standards that are known to the student
- allow for interaction between teacher, student and peers
- allow for self-assessment

Adapted from: <http://www.ndrc.org/essentials/assessing/alternative.htm>

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ACTFL Integrated Performance Assessment



Interpretive
Students listen to, read and / or view an authentic text and answer questions as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational
Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

Standards-based Performance Assessment - Education - Why can't all children go to school?

Interpretive Mode Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.	Interpretive Mode Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.	Interpretive Mode
Presentational Mode Learners work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.	Interpersonal Mode After the class selects a plan, learners will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration.	

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Education - 21st Century Skills

Interpretive Mode Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.	Interpretive Mode Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.	Interpretive Mode
Communication – Collaboration – Creativity – Critical Thinking		
Presentational Mode Learners work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.	Interpersonal Mode After the class selects a plan, learners will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration.	

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Interpretive Mode Task(s)

Education: Why can't all children go to school?

Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.	Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.	
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Sample Interpretive Domains and Common Core	
The categories are pulled from the sections and directions given on the ACTFL IPA Interpretive template.	
Key word recognition	R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Important words and phrases	SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Main Idea(s)	R2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Supporting details	SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. R2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Presentational Mode Task(s)	
Education: Why can't all children go to school?	
<p>“For Publication”</p> <p>Learners work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.</p>	
<p>“On-Demand”</p> <p>Explain your feelings and attitudes toward school. Compare your school schedule to a schedule in another country that we have studied. Comment on what would make for an ideal school experience.</p>	

Sample Presentational Domains and Common Core		
Guiding Question	Common Domain Names	Common Core English Language Arts
How well do I complete the task?	Task Completion Context / Content Text Type	W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
How well do others understand me?	Comprehensibility	W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Interpersonal Mode Task	
Education: Why can't all children go to school?	
<p>After the class selects a plan, learners will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/ community in the collaboration.</p>	

Sample Interpersonal Domains and Common Core		
How well am I understood?	Language Control/ Comprehensibility	L.1 - Demonstrate command of the conventions of (the target language) grammar and usage when writing or speaking.
How involved am I in the conversation?	Functions, Text type	SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
What cultural knowledge and understandings do I share?	Cultural Awareness	SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal (target language) when indicated or appropriate. L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Connections to Common Core	
Education: Why can't all children go to school?	
<p>Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Reading 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

Required for an “A”

Required for an “A”



A Brief Review of the Research on Classroom Assessment

- Feedback from classroom assessments should give students a clear picture of their progress on learning goals and how they might improve.
- Feedback on classroom assessments should encourage students to improve.
- Classroom assessment should be formative in nature.
- Formative classroom assessments should be frequent.

Adapted from Robert J. Marzano
Classroom Assessment & Grading that Work

Feedback

- The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’.

But... (Educational Leadership, September, 2012)

- The manner in which feedback is communicated to students greatly affects whether it has a positive or negative effect on student achievement.

John Hattie, Measuring the effects of schooling.
Australian Journal of Education 1992



Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals.....Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Grant Wiggins, 7 Keys to Effective Feedback, Educational Leadership, September 2012

Goal-referenced feedback?

Exceeds Expectations	Meets Expectations	Not There Yet
no errors	1-2 errors	several errors
5 sentences	3-4 sentences	fewer than 3 sentences
3 transitions	2 transitions	1 transition
engaging	interesting	lacks creativity
excellent vocabulary	good vocabulary	repetitive vocabulary
	on time	late

What are possible non-negotiables?

- Work collaboratively with one or two other people;
- Create a bibliography documenting the sources for the presentation:
 - Sources discussed in class should be included as appropriate;
 - Three authentic (French) sources not discussed in class must be included;
 - May include up to three authentic American sources;
- Incorporate written and spoken text in the final product;
- Include at least 3 ways to promote a balanced lifestyle;
- Include references to balanced lifestyles of (French) teenagers;
- Upload final product to class webpage.

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

Performance TOWARD Proficiency



NCSSFL-ACTFL
Global Can-Do
Benchmarks



Interpersonal Task-based Rubric

	Strong Performance 10	Meets Expectations 8	Approaching Expectations 7
How well am I understood? (Domain: Language Control)	I am easily understood. Errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. Errors in speaking do not interfere with communication.	I am difficult to understand at times I may ask for help expressing ideas (ex: "How do you say....?"). Some errors in speaking may interfere with communication.
How involved am I in the conversation? (Domains: Functions, Text type)	I ask a variety of relevant questions to keep the conversation going. I can respond to questions and/or add follow-up comments/information. I encourage others to participate.	I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask a few relevant questions; I respond to questions simply.

Taken from: ©2013 Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

Proficiency-based Rubric

Interpersonal Mode - Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

Taken from: ©2013 Implementing Integrated Performance Assessment

Tool Box


Language Functions	Structures/ Patterns	Vocabulary
Compare various components of school systems/schedules		
Express attitudes toward attending school		
Express opinions on the importance of school		
Ask and answer questions to learn more about schooling in other cultures		

Tool Box

Language Functions	Structures/ Patterns	Vocabulary
Compare various components of school systems/schedules	Comparative plus de, moins de, autant de	
Express attitudes toward attending school	Subjunctive Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que	
Express opinions on the importance of school		
Ask and answer questions to learn more about schooling in other cultures	Interrogatives	

Tool Box		
Language Functions	Structures/ Patterns	Vocabulary
Compare various components of school systems/schedules	Comparative plus de, moins de, autant de	Tier 1 School subjects Calendar vocabulary
Express attitudes toward attending school	Subjunctive Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que	Tier 2 Les droits de l'enfant Manquer de formation Aller à l'école/Assister aux cours Réussir/échouer L'alphabétisation Obligatoire/facultative La guerre, la religion...
Express opinions on the importance of school		
Ask and answer questions to learn more about schooling in other cultures	Interrogatives	


Tool Box		
Language Functions	Structures/ Patterns	Vocabulary
Compare various components of school systems/schedules	Comparative plus de, moins de, autant de	Tier 1 School subjects Calendar vocabulary Tier 2 Les droits de l'enfant Manquer de formation Aller à l'école/Assister aux cours Réussir/échouer L'alphabétisation Obligatoire/facultative La guerre, la religion...
Express attitudes toward attending school	Subjunctive Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que	
Express opinions on the importance of school		
Ask and answer questions to learn more about schooling in other cultures	Interrogatives	...not merely thematic vocabulary lists



Formative Assessment

*Can students apply or manipulate what they have learned?
Will they do something similar on the streets of (Paris)?*

- Occurs frequently. Is relatively short in duration.
- Provides immediate (next day) feedback to students on how to improve.
- Is designed to allow learners to review and revisit previously learned material.
- Allows learners to improve performance without penalty.
- Places emphasis on what students know and are able to do.
- Expects students to apply and/or create with the language they have learned.
- Mimics the type of summative assessment that students will experience.



Individual Accountability


- Check for learning / comprehension throughout the lesson – gauge student learning for each lesson segment, not just at the end of the instructional period.
- Design activities so that students are individually accountable – (think-pair-share, numbered heads together, etc.)
- Make frequent use of exit slips to assess learning before students leave class.
- Use bell work to determine what students know before using that information in the opening activity.
- Design homework to allow for application of learned material.
- Use homework to specify what student must be able to do when they enter class the next time.
- Use learning checks to plan for next steps. “Recycle” the papers of students who do well, keep the ones of students who will need additional help.
- Use T.A.L.K. as a strategy for monitoring students during practice time for role plays.

Student Can-do's			
I can	Yes	With some help	Not yet
ask and answer questions about food and hunger			
talk about likes and dislikes concerning common and international foods			
identify where certain foods are from and identify key ingredient(s)			
ask and answer if they would like certain dishes and give reasons			
explain where and why hunger exists in the world			
explain how they make good / poor food choices			
explain how they make good / poor food choices			


Teacher Observation Check List							
	ask and answer questions about food and hunger	talk about likes and dislikes concerning common and international foods	identify where certain foods are from and identify key ingredient(s)	ask and answer if they would like certain dishes and give reasons	explain where and why hunger exists in the world	explain how they make good / poor food choices	explain how they make good / poor food choices
Student 1							
Student 2							
Student 3							

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Three Modes of Communication



Presentational



Interpretive





Interpersonal

Presentational Interpretive Interpersonal

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Interpretive

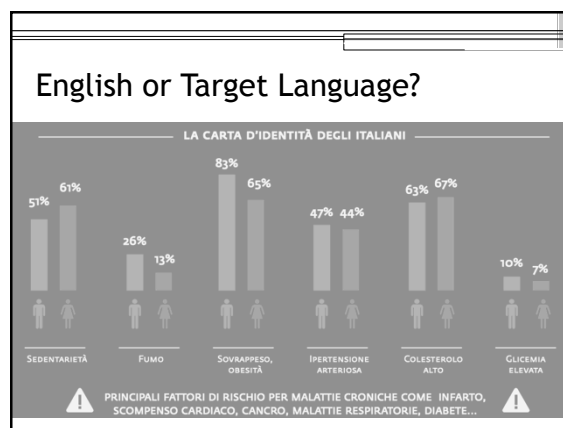



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INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

Adapted from: ©2013 Implementing Integrated Performance Assessment



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COME PREVENIRE

Prevenire significa analizzare il proprio stile di vita, modificare i propri comportamenti favorendo quelli che migliorano lo stato di salute e sottoporsi a screening medici a seconda della propria condizione.



ESERCIZIO FISICO
QUOTIDIANO REGOLARE



ALIMENTAZIONE
EQUILIBRATA



CONSUMO DI
ALCOL LIMITATO



NO FUMO



NO SOSTANZE PSICOTROPE



GESTIRE LO STRESS

48

Ingrédients (2 personnes):

- 6 Fraises
- 2 Kiwis
- 1 Pomme Gala
- 6 Grains Raisins
- 1 Orange
- 12 cl de Limonade
- 2 càs Bombées de Sucre
- 1 càc de Fleur d'Oranger - 1 Pincée de Cannelle
- 1 Sachet de Sucre Vanillé

1. What might the title be for this recipe?
2. Would you like this recipe? Why or why not?

Interpretive Mode

EOI ARUCAS
DEPARTAMENTO DE FRANCÉS

1

COMPRÉHENSION ÉCRITE :

Santé : Bien manger est un luxe

Une étude récente (*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.



Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1164 habitants de Paris, Marseille, Dijon et Seine-Saint-Denis. Toutes bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait peut-être fournir plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'habitent pas d'elles-mêmes de produits frais. Comment le pourraient-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(*) Étude Abena, 2004/2005

Interpretive Mode

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (*) Study Abena, 2004/2005

Translated using google translate

Interpretive Mode Assessment

- Find the following English words in the article.
 - a piece of cheese
 - among these people
 - everyone benefits
 - fresh produce
- Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.
 - Rich people do not eat as well as poor people.
 - 10% of the population of France is considered to be poor.
 - Poor people eat too many French fries.
 - Healthy foods are more expensive than unhealthy foods.
 - Only those who lived in Paris were interviewed.
 - Poor people do not eat enough fruit.
 - If you eat poorly, you risk being overweight.
 - A lot of poor people do not spend enough on food.
 - Rich people always buy fresh products.
 - Poor eating habits can cause behavior problems.
- What is the main idea of this article?

Bloom's Choice Board

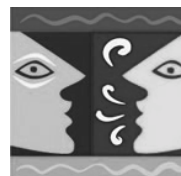
remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Literacy Tic-Tac-Toe

Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. or Develop a biopoeim describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. or Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character, or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose much connect to the text. or Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding.

Interpersonal



Individual Seating Chart

These points are recorded into the grade book as an individual score usually as participation points. You will want to weight the grade so that it counts appropriately in the total grade. Individual students who worry about missing points can come in before or after school spending 5 minutes in the target language for 1 point. Points are only given for sentence level responses and only for responses in the target language.

*222 pts
30 students*

*Class Average = 7.4
7 = A
7 pts possible*

7	8*	7	5	3	8
5	7	8	7	7	7
7	3	7	7	8	5
7	5	8	7	7	5
7	2	7	7	5	7

*Those with more than 10 points earned a bonus point.

T.A.L.K. Scores

T – talking in the target language, trying to communicate, the talk is relevant to the task

A – there is an acceptable level of accuracy, particularly with regard to the objective of the lesson

L – the student is listening to his/her partner and is on task

K – the student is kind and cooperative, he does not kill the task, he works with his partner/group

(Shrum & Glisan)

T.A.L.K. Scores

Create a chart that has a column for each letter across the top and the name of each student on the vertical column. During pair or group work, circulate and monitor individual students for each aspect in a random fashion, but try to assess every student on each aspect at least twice over a set period of time.

	Target language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	✓	-	+	+
Student 3	-	✓	-	+

T.A.L.K. Scores

Teachers should try to assess each student over a two-week period. Mark:

- plus (+) if the work is excellent,
- a check (✓) if the work is good to fair
- a minus (-) if work is needed.

For each round of TALK, a student can earn 8 points. Teachers transfer that score to the grade book on a sliding scale.

Have a conversation about these meals.



- What do you like?
- What do you prefer? Which one do you prefer?
- Is (dish) healthy? Why or why not?
- Are there (nuts) in (dish)?
- Are you allergic to....?
- Where do they eat (dish)?
- How often do you eat (dish)?
- Are you hungry? Do you want to have (dish)?
- Do they eat (dish) in France?
- Have you tried...? Why or why not?

Structured Debate

Should begging be banned from downtown areas?



Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of current economic conditions on poverty

<http://tjournalactu.com/debat/>

Feedback: Novice High → Int. Low

Performance Criteria

	Achieves or exceeds the target consistently	Achieves the target frequently	Achieves the target minimally	Falls short of the target
Questions on a variety of topics				
Open-ended questions				
Follow-up questions				
Creates with language				

P. Sandrock

Scored Discussion

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Gretta Murray, French Teacher, Medford, WI

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Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



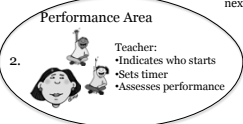
65

Testing Day

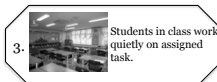


1. On-deck Area
Students:
• Select images
• Practice both roles

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

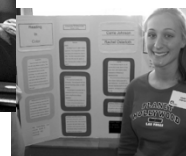
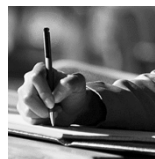


2. Performance Area
Teacher:
• Indicates who starts
• Sets timer
• Assesses performance



3. Students in class work quietly on assigned task.

Presentational



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Strategies for Cooperative Work

Think – Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



Strategies for Cooperative Work

Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



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Expand a Headline

Ce couple de retraités achète une maison et tombe sur un vrai trésor enfui dans sa grange



<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/>

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An unusual event.....

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

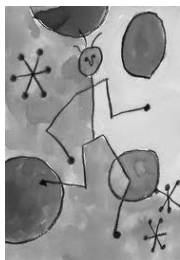


It was a dark and stormy night when Zapata met El Chupacabra.

—

—

Sadly Zapata learned too late that nightmares do come true.



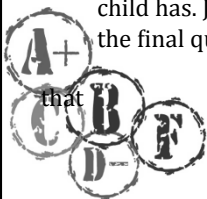
Write a short description as if you are the person in this picture. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



What is your grading system?

Pretend that I am the parent of a student. I want to know how grades are determined so that I can better understand the grade my child has. Jot down how you determine the final quarter/semester grade. Be sure to include any elements that are required by your school or school district.



Seven Perspectives on Grading

1. Grading is not essential for learning.
2. Grading is complicated.
3. Grading is subjective and emotional.
4. Grading gives little information about student strengths and weaknesses.
5. Grading has a limited research base.
6. Grading has no single best practice.
7. Grading that is faulty damages students and teachers.

Adapted from How to Grade for Learning
Ken O'Connor

DRIVE

The Surprising Truth About What Motivates Us

Autonomy – People need autonomy over task (what they do), time (when they do it), team (who they do it with), and technique (how they do it).

Mastery – Mastery is a mindset: It requires the capacity to see your abilities not as finite, but as infinitely improvable.

Mastery is a pain: It demands effort, grit, and deliberate practice. And mastery is impossible to fully realize, which makes it simultaneously frustrating and alluring.

Purpose – Humans, by their nature seek purpose — a cause greater and more enduring than themselves.

Daniel H. Pink



The function of high school, then, is not so much to communicate knowledge as to oblige children finally to accept the grading system as a measure of their inner excellence. And a function of the self-destructive process in American children is to make them willing to accept not their own, but a variety of other standards, like a grading system, for measuring themselves. It is thus apparent that the way American culture is now integrated it would fall apart if it did not engender feelings of inferiority and worthlessness.

~Jules Henry



Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Adapted from [How to Grade for Learning](#), Ken O'Connor



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

What is your grading system?



Assignment	Possible Points	Points	Weighted Grades
Homework	100	80	83
Quizzes - Formative	250	210	
Participation/ Formative Speaking	50	30	60
Interpersonal	100	70	70
Interpretive	100	60	60
Presentational	100	80	80
	700	530 = 76%	71%

Summarize

Four

Two

One

Personal Mastery

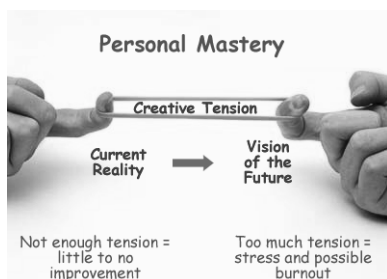


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